

SPACE PLACE

Summative Evaluation Report July 2005-May 2006

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PROGRAM EVALUATION AND RESEARCH GROUP
AT LESLEY UNIVERSITY

Space Place
Summative Evaluation Report

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EXECUTIVE SUMMARY

Respondents found the materials to be engaging and effective. They reported that their audiences enjoyed the materials.

SALIENT FINDINGS

- Data indicate that Space Place is meeting a variety of needs. Audience members report that the materials are engaging, informative, and cost-effective.
- Respondents reported using hard copy visuals most frequently, especially large items such as posters and the bulletin board, which have exciting visuals that communicate concepts quickly and dramatically.
- Newspaper partners report that Space Place articles are engaging and appropriate for young readers.
- Astronomy club partners report that newsletter articles are appropriate for their membership and provide support in sharing with younger audiences.
- Data indicate that both community partners and astronomy clubs utilize the Space Place website. They report that their audiences (readers, students, library patrons, etc.) are intrigued by the information they receive from Space Place resources and often request pointers to further information.
- Quite a few respondents expressed frustration that they could only show one side of the poster if it were mounted on the wall. They appreciate both the visuals and the more detailed information on the back, but can't display both simultaneously.
- Several respondents requested that the number of smaller resources (bookmarks, stickers, etc.) be increased so that they can be distributed to more users.
- A few respondents said they would like more up-to-date material, especially new activities.
- Most respondents have Internet access, but some do not have time and/or expertise in finding materials, and so may not have utilized the website.

RECOMMENDATIONS

- If resources are available, provide additional copies of hard visual materials.
 - For posters, if it is not possible to provide two posters for each user, information on the back might be made available on a website, and users with access to the Internet and a printer could generate their own copies.
 - For stickers, bookmarks, etc., if it is not possible to increase the numbers provided with each kit, users could be directed to resources where they can acquire additional copies.

- For all resources, provide explicit permission to copy any materials that are not copyrighted.
- If resources are available, update materials on the website; in particular, provide new activities that are tied in to current NASA research and topics that are prevalent in the news, such as Moon and Mars exploration.
- Take advantage of other NASA networks by brokering relationships between astronomy clubs and local space scientists who can act as guest speakers, or providing information about such brokering (e.g., links to Solar System Ambassador program).

INTRODUCTION

PROJECT DESCRIPTION

Space Place launched in February 1998 with the goal of raising elementary school children's awareness of, and enthusiasm about, space and Earth science. Space Place has used a range of strategies to reach young students, educators, and interested adults. These strategies include:

- **A network of “community partners”**
These community partners are generally institutions that are visited by young children, such as museums, science centers, libraries, children's centers at military bases, etc. The network allows Space Place to reach children across the country. Each community partner receives a bulletin board on which to display space and Earth science information, images, and other resources. Space Place regularly sends out boxes of resources to the partners. Each box contains a number of posters, lithographs, activities, etc. arranged around a specific theme, such as Mars, or gravity.
- **A significant web presence**
The website has pages in English and Spanish that feature games, activities, projects, and fun facts about various space and Earth science and technology topics.
- **Partnerships with the Cub Scouts of America and the Girl Scouts**
These relationships are supported by web-based activities for each group. The relationship with the Cub Scouts is currently more formally defined than that with the Girl Scouts.
- **Regular newspaper columns geared to young readers**
The columns go to 7 English-language and 7 Spanish-language newspapers, and include a variety of space and Earth science information.
- **Columns developed for astronomy clubs to include in their newsletters**
These columns provide information that is appropriate for educated, interested adults, who may or may not have extensive training in space and Earth science. At the end of each column, Space Place provides both pointers to more detailed information for the interested reader, and suggestions for sharing this information at venues and events where astronomers have the opportunity to present to young audiences.
- **“Ask Dr. Marc,” a telephone “answer line”**
It featured a recording of a question presented by one of the community partners and answered by a space scientist. The telephone line has been discontinued. The web page currently features “Ask Dr. Marc,” an archive of recorded questions and answers.

- **“Club Space Place”**

This is a quarterly program of after school activities which were shared with museums and science centers.

EVALUATION

Space Place contracted with the Program Evaluation and Research Group (PERG) at Lesley University to conduct an external evaluation of the Space Place program. The evaluation plan and all instruments were developed in consultation with Space Place staff.

Evaluators employed both qualitative and quantitative data collection methods:

- The first round of data collection was purely qualitative, and consisted of interviews with:
 - 6 community partners (protocol included as Appendix A)
 - 3 astronomy club members (protocol included as Appendix B)
 - 2 newspaper partners (protocol included as Appendix C)
 - The director of the Cub Scouts (protocol included as Appendix D)
- The second round of data collection was largely both qualitative and quantitative, and consisted of surveys developed based on the qualitative data collected in the first round. These surveys were distributed to all community partners and astronomy club members. The response rate was relatively low. Survey data were provided by:
 - 53 community partners (survey included as Appendix E)
 - 8 astronomy club members (survey included as Appendix F)

THIS REPORT

Some data presented in this report are *qualitative*. Qualitative data allow for deep exploration of a variety of areas, including many that are uncovered during the data collection process. Analysis of qualitative data can uncover ideas, beliefs, attitudes, challenges, etc. that are present in the population of interest. Unlike quantitative analysis, qualitative analysis cannot be used to estimate the prevalence of any specific variable, because the data are not representative of the larger population beyond the participating sample.

Throughout the report, there are quotations taken from interviews, observations, and correspondence. These data are included to add context and richness to the discussions and to illustrate the perspectives of those individuals from whom data were collected. All data cited in the report have been selected to *represent the themes and trends* that

emerged from the data and are characteristic of the *perspectives voiced by multiple respondents* and issues related to the program during the report period.

Some data presented in this report are *quantitative*. Quantitative data allow estimation of the density of attitudes and knowledge in a population similar to the sample used for analysis.

FINDINGS

IMPACT ON USERS

Our respondents reported being extremely satisfied with Space Place materials. Data indicate that Space Place materials are engaging, easy to use, and appropriate for audiences of all ages.

Excellent quality; the projects work. They are up-to-date, and made with recycled materials, which is nice. Anybody can figure them out; you know, every age can figure it out. (Partner interview)

This is quality information provided for my young readers, right at their level. (Newspaper interview)

Respondents reported that Space Place resources have an impact on their audiences. Data suggest that the materials raise interest in space and Earth science.

We know that space and rocketry is highly of interest to the youth. (Cub Scout director interview)

[Space Place leads to] increased interest in science, space, math, and our programs for children and adults. (Partner survey)

Once audience's interest is piqued, community partners are in a good position to share further information.

When people walk in and see astronauts on the poster, we help them find books about that, or direct them to the websites. (Partner interview)

Our respondents indicated that they believe that the interest generated by Space Place continues. They suggest that children who have the opportunity to use Space Place resources continue to explore space science on their own.

[Space Place materials] open the eyes of children to the wonder of space and science. Who knows where they will go? (Astronomy club survey)

It's something the kids for sure can relate to. They are interested in science, astronauts, and future careers. (Astronomy club survey)

Data also indicate that Space Place materials provide useful information for teachers and students.

It really helped me develop education guides and teaching materials to share with other teachers. (Partner interview)

They support my ability to educate teachers and students about science and space. (Partner interview)

It generates awareness for me and my students about current NASA exploration. It gives me an “inside” contact. (Partner survey)

Data from astronomy club members suggest that the material is appealing beyond the classroom, as well. Respondents say the material in the news columns appeals to both children and adults.

It’s good for a very broad audience. It’s neither too elementary to be interesting to adults, nor too technical for middle school student club members. (Astronomy club survey)

I like them because they are good for beginning adult astronomers, as well as children. Since most of my members are adults, that’s important to me. (Astronomy club survey)

Many of our respondents reported that the NASA name provides cachet.

The program links us publicly to NASA, a name the public associates with professional research and space. It gives our institution credibility. (Partner interview)

Data indicate that the public trusts NASA materials, and our respondents asserted that the trust is well founded. They expect NASA materials to be current and scientifically accurate.

I can’t do my job without NASA. I can’t explain space exploration without NASA. (Partner interview)

I know that I get quality from NASA and the latest up-to-date information. (Astronomy club interview)

Data suggest Space Place is especially useful for small institutions because of their limited funds. Our respondents expressed appreciation for the fact that Space Place provides quality materials at no cost.

I love that they are free. We are not-for-profit; so the fact that we can get high quality professional materials on a small budget without revenue helps us look professional. (Partner interview)

[The biggest benefit to our club is] all the free material to help promote astronomy and the space sciences. It’s extra nice that the material is so current and topical. (Astronomy club survey)

Respondents reported that Space Place staff members are helpful and responsive.

Anytime I have asked for additional help, someone has responded immediately.
(Astronomy club survey)

A few respondents, who work primarily with younger children, said they would like simpler material.

Make some of the informative material kid-friendly. It seems that most of the written text is directed to those at a higher reading level. (Partner survey)

[I'd like to see] bold visuals and short sentences. (Partner survey)

One respondent suggested providing more resources that focus on general space science concepts, rather than specific mission information. This mirrors data collected over the past seven years among all NASA audience members.

Maybe [provide] more general space or NASA information along with mission information. I think people lose track of future or ongoing missions and therefore don't find them that interesting. (Partner survey)

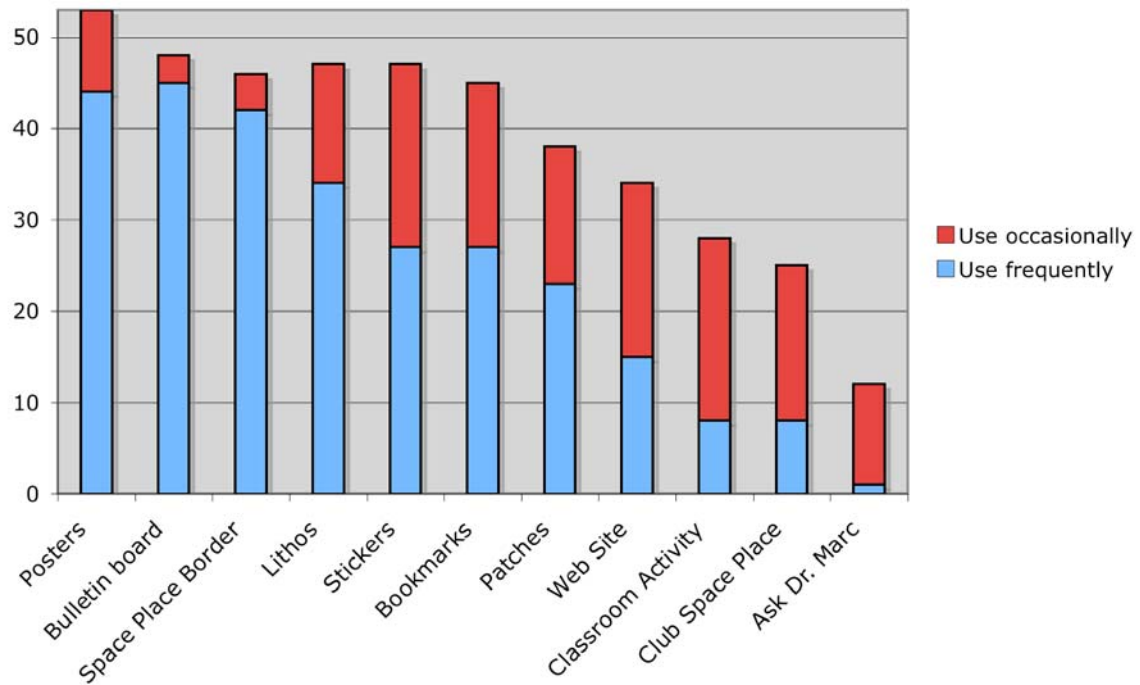
COMPONENTS USED

Partners say Space Place resources are easy to use and effective. Respondents find the activities—both those included as hard copy with the Community Partner materials and those on the website—extremely useful.

I think they are wonderful. They are projects you can give a child to do at home or in the classroom. All instructions are there, so they can go for it, and this gives them confidence, which helps them be successful. (Partner interview)

You can tell an instructor tried out the activities because they work. Other NASA projects I've used have not been as well tested as this one. (Partner interview)

The 53 community partners who completed the survey were asked how often they used each of the components (See Appendix E for the survey used). Figure 1 and Table 1 below show their responses.

Figure 1: Use of Various Space Place Components by Community Partners (n=53)**Table 1: Use of Various Space Place Components by Community Partners (n=53)**

	Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
Bulletin board	3	0	2	0	3	45
Posters	0	0	0	0	9	44
Space Place border	2	1	3	1	4	42
Lithographs	1	2	0	2	13	34
Stickers	1	1	0	3	20	27
Bookmarks	1	2	0	5	18	27
Patches	4	5	0	5	15	23
Website	0	6	2	10	19	15
Classroom activity	3	7	2	11	20	8
Club Space Place	3	10	2	10	17	8
“Ask Dr. Marc”	12	18	0	10	11	1

HARD COPY MATERIALS

As Table 1 and Figure 1 indicate, respondents appreciate the visual components of Space Place: posters, lithographs, stickers, and bookmarks.

They have great artists, by the way, who make their materials. (Partner interview)

The graphics are outstanding, eye catching. They get people's attention and make them want to learn and read the poster. (Partner interview)

Large Resources: Bulletin Boards, Posters, and Lithographs

Respondents in our sample use posters significantly more than any other component, except the bulletin board and border.

Posters are a showstopper most of the time; they always catch people's attention. (Partner interview)

Poster viewers see the whole concept in a quick view. (Partner interview)

Several respondents noted that the posters are useful because they have both arresting visuals and more detailed information on the back. A few said they wanted a way to show both the images on the obverse of the posters and the information on the reverse.

On the back of the posters, it is nice because they describe everything. I wish there was a way to have two posters so we can show the front and the back at the same time. (Partner interview)

I'd like to have the information on the back of the poster on a separate piece of paper so we can show both to the public. (Partner interview)

Respondents say the bulletin board is effective for capturing attention and sharing information.

We use the bulletin boards in our planetarium lobby. It's easy to display, doesn't cost anything, and is always relevant. (Partner survey)

I have a bulletin board next to my planetarium and it's easy to update to stay current. (Partner survey)

Our respondents report using lithographs almost as much as posters and the bulletin board. One respondent said his institution had used the lithographs as foci for telescope viewing when the weather prevented visitors from sky gazing.

In case we don't have clear skies to set up the telescope, we are going to set up the telescopes inside and place the lithographs in the rafters and have people look at them. The lithographs have great resolution. (Partner interview)

Smaller Resources: Stickers, Patches, and Bookmarks

Respondents report that they also use the smaller resources—stickers, patches, and bookmarks—though not as frequently as they use posters, lithographs, and the bulletin boards.

We're a public library, and bookmarks get used every day. It's a great way to pass out information. (Community partner survey)

[I like] the little cards with the website listed. The children love to take home something, and I hear from their teachers that parents like it. (Astronomy club survey)

Several respondents indicated that they would like to get the smaller resources in larger quantities.

My only criticism might be when I receive something like ten bookmarks. I'm grateful for the bookmarks, but I can't handout 10 to a visiting class of 35! (Astronomy club survey)

Please provide enough for us to distribute. A sticker or bookmark to take home is an effective way of leading to the website. (Partner survey)

Some respondents indicated that they are able to make copies of some resources on their own.

Great material for no charge. I know that there is no copyright fee, so I am getting 20,000 copies free. That is valuable for us. (Partner interview)

One respondent suggested giving permission for audience members to make their own copies of electronic resources as well.

[We would like either] multiple CDs and DVDs or [an] OK to copy them for handouts. (Astronomy club survey)

THE SPACE PLACE WEBSITE

The majority of respondents said they use the website and find it helpful.

I write programs for elementary level, and I tend to go [to the website] for examples. They are kid-friendly, have accurate information, and sometimes I steal their artwork. (Partner interview)

There are a lot of scouts who come in here and I direct them to the website; they have an excellent section for them. (Partner interview)

Children are referred to specific content on the website in each story, which makes an excellent complement to the information. (Newspaper interview)

A few community partners noted that they use the activities from Club Space Place, although they recognize that they are not the target audience for that aspect of the program.

Sometimes we use these activities in our summer camp programs.

(Partner interview)

Research suggests that students learn most effectively when they are actively engaged. Our data suggest that the activities on the Space Place website engage students and that the community partners see this engagement working to help students learn.

The activities [are] something to do rather than just read; kids learn better when they're doing activities.

(Partner interview)

Children learn best when they are doing something; it helps their learning experience.

(Partner interview)

We recommend these sites to our teachers and for them to use the resources in their classrooms. The projects are outstanding.

(Partner interview)

Some respondents said they would like the webpage activities to be updated. A couple suggested more direct tie-ins with current NASA activities, especially those that are getting news coverage.

Update the activities on line. The same ones have been up for two years. I've used them all. I would love to see new ideas and activities put on the website. How about a Moon one? Because the Moon is going to be in the news for the next five years.

(Partner interview)

With the Cassini arrival at Saturn, it would have been nice to have Saturn-related materials tied into the Space Place packet for that month. Sometimes there are some real major things going on in space and you have the public excited, like with Saturn; it would have been nice to have a poster appropriate at that time.

(Partner interview)

Respondents who reported not using the website generally cited lack of time as a reason for their non-participation.

I need to explore the website further to answer these questions. I can imagine there would be useful information for Astronomy Day activities. I'm afraid I simply haven't taken time to explore the website.

(Partner survey)

I have not used [the website] too much, probably due to lack of awareness.

(Partner survey)

OTHER RESOURCES: COLUMNS, DR. MARC, AND SPEAKERS

All the astronomy club respondents said they appreciated the Space Place columns.

I like knowing that the articles are written by an authority on the subject, and materials and articles help our audience to learn more about space and space sciences in general. (Astronomy club survey)

Several members have used the articles as the basis of club programs and more research. (Astronomy club survey)

Astronomy club members reported that Space Place materials are informative without being overwhelming for young readers.

It's ideal for attracting younger generations to the club. We haven't had too many younger folks who attend the club's events and meetings, so we wanted something geared to a younger age. (Astronomy club interview)

They are not too technical, so a younger person can grasp space missions, and the articles are involved with topics such as Earth, weather forecasting, at a level you know will appeal to seventh or eighth graders. (Astronomy club interview)

Few respondents had used "Ask Dr. Marc," or referred their audiences to it. The few respondents that did mention using this resource did not appear to be aware that the telephone line is currently inactive.

A few of the astronomy club members said they would like more access to speakers and guests for their programs.

[I'd like to see] more NASA ambassadors, perhaps on an annual basis. (Astronomy club survey)

Is it possible to list local speakers for club meetings? (Astronomy club survey)

CLOSING THOUGHTS

Data indicate that Space Place fulfills an important function for small institutions with limited funds. The fact that Space Place provides materials at no charge allows it to serve institutions and audiences that might not otherwise have access to space and Earth science materials.

Space Place helps these smaller institutions ally with NASA, an alliance that the small institutions see as beneficial. It provides access to underserved populations by helping them understand space and science "as only NASA can."

APPENDICES

Appendix A: Community Partner Interview Protocol

Appendix B: Astronomy Club Interview Protocol

Appendix C: Newspaper Interview Protocol

Appendix D: Cub Scout Interview Protocol

Appendix E: Community Partner Survey

Appendix F: Astronomy Club Survey

APPENDIX A

COMMUNITY PARTNER INTERVIEW PROTOCOL

Name:
Affiliation:
Location (state, rural vs. urban):
Type of population served:
Date interviewed:
Phone #:
Interviewer:

Hi, I'm [name] from the Program Evaluation & Research Group (PERG). PERG has been hired as an external evaluator for NASA's Space Place education and public outreach program. Because you've used Space Place materials, we'd like to talk to you

How did you first get involved with Space Place?

What did you expect you'd get from your involvement with Space Place?

How closely have those expectations been met?

What components of Space Place have you used?

PROBE (awareness, use): bulletin board, border, posters, stickers, patches, activities, web site (what pages?), telephone question line

Which components have been most useful to you?

FOR EACH COMPONENT FOUND USEFUL:

How do you use [component]?

What do you like about it?

How does your audience [students/visitors, etc.] respond to the component?

PROBE for anecdotes, evidence of impact

How, if at all, could it be improved?

Which components, if any, do you find not useful?

FOR EACH COMPONENT FOUND NOT USEFUL:

Have you used [component] at all?

If so, what was the outcome?

How, if at all, could [component] be improved?

Have you used other NASA resources or web pages?

If so, which ones?

Do you use these resources WITH Space Place resources?

What do you like about these resources?

Overall, what would you say is the biggest benefit of being involved with Space Place?

What has been challenging about being involved with Space Place?

Is there any way you'd change Space Place to make it better suit your needs?

Is there anything else I should know?

APPENDIX B

ASTRONOMY CLUB INTERVIEW PROTOCOL

Name:

Location (state, rural vs. urban):

Date interviewed:

Phone #:

Interviewer:

Hi, I'm [name] from the Program Evaluation & Research Group (PERG). PERG has been hired as an external evaluator for NASA's Space Place education and public outreach program. Because you've used Space Place materials, we'd like to talk to you.

How did you first get involved with Space Place?

What did you expect you'd get from your involvement with Space Place?

How do you use the Space Place articles?

What do you like about the articles?

How do your members respond to the articles?

PROBE for anecdotes, evidence of impact

How, if at all, could it be improved?

What, if any, other components of the Space Place program have you used?

How have these components benefited your organization?

Have you used other NASA resources or web pages?

If so, which ones?

Do you use these resources WITH Space Place resources?

What do you like about these resources?

Overall, what would you say is the biggest benefit of being involved with Space Place?

What has been challenging about being involved with Space Place?

Is there any way you'd change Space Place to make it better suit your needs?

Is there anything else I should know?

APPENDIX C

NEWSPAPER INTERVIEW PROTOCOL

Name:

Location (state, rural vs. urban):

Language of paper:

Date interviewed:

Phone #:

Interviewer:

Hi, I'm [name] from the Program Evaluation & Research Group (PERG). PERG has been hired as an external evaluator for NASA's Space Place education and public outreach program. Because you've used Space Place materials, we'd like to talk to you .

How did you first get involved with Space Place?

What did you expect you'd get from your involvement with Space Place?

How closely have those expectations been met?

What do you like about Space Place's column?

How do your readers respond to the column?

PROBE for anecdotes, evidence of impact

How, if at all, could the column be improved?

What evidence, if any, do you have that the column reaches elementary age children?

What, if any, other components of the Space Place program have you used?

How have these components benefited you or your readers?

Overall, what would you say is the biggest benefit of being involved with Space Place?

What has been challenging about being involved with Space Place?

Is there any way you'd change Space Place to make it better suit your needs?

Is there anything else I should know?

APPENDIX D

COMMUNITY PARTNER INTERVIEW PROTOCOL

Hi, I'm [name] from the Program Evaluation & Research Group (PERG). PERG has been hired as an external contractor for Space Place. Because you've used Space Place materials, we'd like to talk to you .

How did you first get involved with Space Place?

What did you expect you'd get from your involvement with Space Place?

How closely have those expectations been met?

How do the Cub Scouts access or utilize Space Place resources?

What components of Space Place are used by Cub Scouts – to the best of your knowledge?

PROBE (awareness, use): board, border, posters, stickers, patches, activities, web site (what pages?), telephone question line, club space place, newspaper columns

Have the cub scouts used any other NASA resources or web pages?
If so, which ones?

Overall, what would you say is the biggest benefit of being involved with Space Place?

What has been challenging about being involved with Space Place?

Is there any way you'd change Space Place to make it better suit your needs?

What are the main reasons you stopped using Space Place?

How are Space Place resources disseminated to individual Cub Scout troops?

Do you know which troops are using Space Place resources?

If so, can you share contact information with me?

Is there anything else I should know?

APPENDIX E

COMMUNITY PARTNER SURVEY

Prepared by the Program Evaluation & Research Group (PERG) of Lesley University, Cambridge, MA, an independent contractor to NASA's Space Place education and public outreach program.

All surveys are confidential and will be seen only by PERG staff.

How long have you been involved with NASA's Space Place Educational Program?

What are the benefits of your involvement with NASA's Space Place Educational Program? (Think about benefits to yourself, to your institution, and to the audiences you serve)

Please tell us how much you use each of the following Space Place components (circle the appropriate response):

Bulletin board

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
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Space place border

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
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Posters

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
----------------------	------------------	-------------------------------	---------------	---------------------	-------------------

Stickers

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
----------------------	------------------	-------------------------------	---------------	---------------------	-------------------

Patches

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
----------------------	------------------	-------------------------------	---------------	---------------------	-------------------

Bookmarks

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
----------------------	------------------	-------------------------------	---------------	---------------------	-------------------

Lithographs

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
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Please tell us how much you use each of the following Space Place components (circle the appropriate response):

Web site (any part of the Space Place Web site)

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
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Classroom Activity Articles (Available in the “Teacher’s Corner” of the Space Place website)

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
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Club Space Place (printed activities and projects available on the Space Place website)

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
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Ask Dr. Marc

Never heard of it	Never used it	Used in past but no longer	Use rarely	Use occasionally	Use frequently
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Which components do you find most effective?

Why do you think the component or components work well?

Which, if any, component or components do you think are not very effective?

How, if at all, could the component or components be changed to make them more effective?

What ,if any changes, do you think could make the Space Place Program more effective?

Thank you for your time!

APPENDIX F

ASTRONOMY CLUB SURVEY

Prepared by the Program Evaluation & Research Group (PERG) of Lesley University, Cambridge, MA, an independent contractor to NASA's Space Place education and public outreach program.

All surveys are confidential and will be seen only by PERG staff.

How long have you been involved with NASA's Space Place Educational Program?

How did you first get involved with Space Place?

Why did you choose to get involved?

How well have your expectations been met?

Why did you answer as you did?

What do you do with the materials you receive from Space Place?

What are the benefits of your involvement with NASA's Space Place Educational Program? (Think about benefits to yourself, to your institution, and to the audiences you serve)

How do your members respond to the articles? If possible, please let us know HOW you know what your members think (e.g., do you get letters from them, etc).

What is your opinion of the Space Place articles?

What, if any, evidence do you have that the articles are reaching young people? This could be young people reading the articles, your members sharing information in the articles with young audiences, etc?

How, if at all, could the articles be improved?

What, if any, other Space Place components do you use (e.g., the web site, posters, telephone call-in line)?

Overall, what would you say is the biggest benefit of being involved with Space Place?

What has been challenging about being involved with Space Place?

What, if any, changes would make Space Place more effective ?

Is there anything else you'd like to add?

Thank you!